

WCES 2014

Can Teacher Charisma really Spark Adult Intention in Continuing Learning?

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Abstract

Lifelong learning has been emphasized as the important policy of what called a “learning society” in Taiwan since the early 1990s. Efforts have been made by successive government administrations to increase participation in all forms of post-school education, especially encourage learning in the local community college. This study selected four excellent-rated community colleges’ adult students as the subjects to investigate the influence of teacher charisma on adult continuing learning intention. A total of 800 questionnaires were distributed, and 756 usable samples were collected. The scales development was made by literatures review and experts consensus measurement mode to ensure their reliability, factor analysis method was used to examine each given structural factors, and AMOS 20.0 was applied to analyze the reliability and validity. The research results present that the teacher charisma, both intrinsic charisma: teaching methods, character, knowledge, and extrinsic charisma: nonverbal facial-gestural expressiveness, has a significant positive influence on adult continuing learning intention. But personal dressing, one of teacher extrinsic charisma, doesn’t have an obvious influence on it.

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Selection and peer-review under responsibility of the Organizing Committee of WCES 2014

Keywords: teacher charisma, lifelong learning, continuing learning intention, community college

1. Introduction

In Taiwan, lifelong learning has been emphasized as the important policy of what called a “learning society” since the early 1990s. Efforts have been made by successive government administrations to increase participation in all forms of post-school education, especially encourage learning in the local community college. Teachers are playing a crucial role to determine the outcome of continuing education, and students’ intentions to take up future learning

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are strongly and consistently related to current or recent experience of learning (Buechley et al., 2008). Far as we know that the teachers with excellent teaching performance and beloved by the students are all have their unique personal charisma. But reviewing previous articles are less indicated about the teacher personal charisma. Despite the previous researchers have revealed some evidences related to adult continuing education, for examples : "up-skill" for the needs of job (Jenkins et al., 2003), migration, adults without basic skills, and retirement (Pont, 2004), and desiring to increase "human capital" in "knowledge economies"(Gorard & Selwyn, 2005) etc.. However, there are very few studies which have attempted to quantify teachers or teachers' charisma towards adult and continuing learning. According to push-pull motivation theory (Dann, 1977), and Kotler and Armstrong (2013) present that motivation is the driving force to make consumer producing intention to take activities for his need. But how to create and what to offer to meet consumers' needs is a complex topic to study. Otis et al. (2005) reveal that the students' learning motivation, both intrinsic and extrinsic, general decline during the transition from one to the other step learning process. Generally, motivation decline is from intrinsic shifting to extrinsic motivation as well as the impact of various educational consequences, like; dropout intentions, educational aspirations, and students' study interest. Therefore in this study, we try to clarify the causal effect between teacher charisma and learning intention, and suppose that teacher charisma as the pull (intrinsic) factor and the learning intention as the push (extrinsic) factor, both of them are the critical motivities, could conduct adult learning behavior. This study is an empirical research focusing on community college adult students to investigate whether teacher charisma will influence on participation in continuing learning.

2. Literature Review

2.1. Teacher Charisma

Charisma is a Greek word, which literally means "gift", and in Chinese word, there are three implications: the behavior of magnetic attraction between Interpersonal relationships, the followers with desirable and heartfelt obedience and an integrated result by a variety of mysterious complex factors. Charisma generated is a dynamic process between interpersonal action and gaining followers satisfaction and trust (Conger et al, 2000), as one kind of identification, arousal and commitment (Jacobsen & House, 2001). A charismatic person has an extraordinary ability to encourage or influence others towards a goal (Bly, 2006). Coats et al. (1972) construct 12 items about students' perceptions of teacher effectiveness and use factor analysis method to extract a single most important factor, "Factor I", as a kind of teacher charisma, and the main characteristics of teacher charisma are encouragement of student participation, attitude toward students, knowledge of subject and teaching techniques. Friedman et al. (1988) explore nonverbal skills, initial attraction and what they term "personal charisma". They find a lot of nonverbal behaviors, such as, emotional expressiveness, extrovert and physical attraction that are associated with a charismatic person. And in 2005, Newman proposed that the factors constituted teacher charisma include: knowledge, teaching methods and virtue; Smiles (2009) points out that the critical factor determining teacher's teaching charisma is character – honest, truthful, dutiful. Besides, Wang (2012) points out that teacher personal charisma consists of personality traits (intrinsic factor): knowledge, ability, temperaments and moral cultivation, and behavior expression (extrinsic factor): personal dressing and body language. The two factors are the main power to attract students and enhance learning intention. But Raelin (2006) holds a contrasting view and argues that charismatic teachers should have the following traits: tolerant, openness and candor, patient and seldom reprimand, compassion and focusing on student learning. Therefore, it can be seen that there is no consensus about teacher charisma among scholars from related fields.

2.2. Learning Intention

Learning intention is considered as a proximal determinant of participation in further education and training (Fishbein & Azjen, 1975). Getting people to commit to involve in learning activities is considered a first valuable step toward actual participation (Maurer et al, 2003). According to the theory of reasoned action, a learning intention

is determined by the attitudes of the learner toward the behavior at hand or the estimation of the balance between positive and negative consequences of participating in a learning activity (Baert et al., 2006). So, there is a feedback loop relationship among driver force -attitude- intention-behavior -perceptual cognition, and perceptual cognition can influence the learner whether to participate in or keep on continuing learning. But previous studies seldom explore the feedback effect. Since 2002, the National Institute for Adult and Continuing Education (NIACE) has surveyed and collected data from the Great Britain Omnibus Survey on learning behavior and intentions, and published the survey results annually (Aldridge & Tuckett, 2002–2010). However, these data have not until now been subjected to multivariate analyses in order to verify the relative influence of the different factors associated with both participation in adult learning and intentions to participate in the near future.

The questionnaire of this study was developed based on the traits revealed in the literature reviewed and experts consensus measurement mode in order to investigate whether and which charismatic teacher could influence adult student on participating in continuous learning. Both intrinsic charisma: teaching methods, character, and knowledge; extrinsic charisma: personal dressing and nonverbal facial-gestural expressiveness were adopted as the dimensions of a teacher charisma in this study and the questionnaire was constructed accordingly.

3. Research Method

3.1. Research Framework

According to above literatures reviewed, the study conception is constructed and the research framework is proposed as shown in Figure 1:

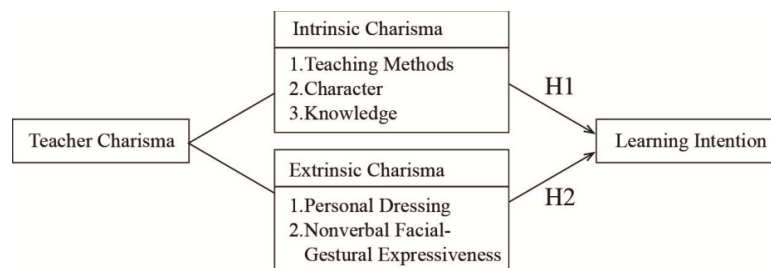


Figure 1. Research Framework

3.2. Research Hypotheses

Based on research conception, the hypotheses set for this study are as follows:

H1: The teacher intrinsic charisma would have a positive influence on adult intention in continuing learning.

H2: The teacher extrinsic charisma would have a positive influence on adult intention in continuing learning.

3.3. Samples and Pretest

Four excellent-rated local community colleges' adult students in Taichung City were treated as research subjects, and convenience sampling was used for the survey. There were 45 valid pretest questionnaires collected, and the factor analysis was used to measure the consistency of questions in "teacher intrinsic charisma", "teacher extrinsic charisma", and "learning intention". After analysis, the Cronbach's α coefficient value of them was 0.88, 0.94 and 0.90, the KMO value was 0.912($p < .05$), 0.847($p < .05$), and 0.815($p < .05$), and the cumulative explained variance was 63.21%, 62.56%, and 62.74%, respectively. Thus, the pretest analysis results of the questionnaire in this study showed high reliability and good validity.

4. Result

4.1. Sample Demographics

A total of 800 questionnaires were distributed, and 756 usable samples were collected, after eliminating invalid questionnaires. Among all respondents, 47.8% are male and 52.2% are female. According to collected samples in the age bracket 20-30, 31-40, 41-50, and over 50, are 7.2%; 30.4%; 28.5%, and 33.9%, respectively. The sample demographics are shown in Table 1.

Table1. Sample Demographics

Variable		Percent (%)	Variable		Percent (%)
Gender	Male	47.8	Marital status	Unmarried	17.4
	Female	52.5		Married	82.6
Age	20-30	7.2	Have jobs	Yes	64.6
	31-40	30.4		No	35.4
	41-50	28.5			
	51 or older	33.9			

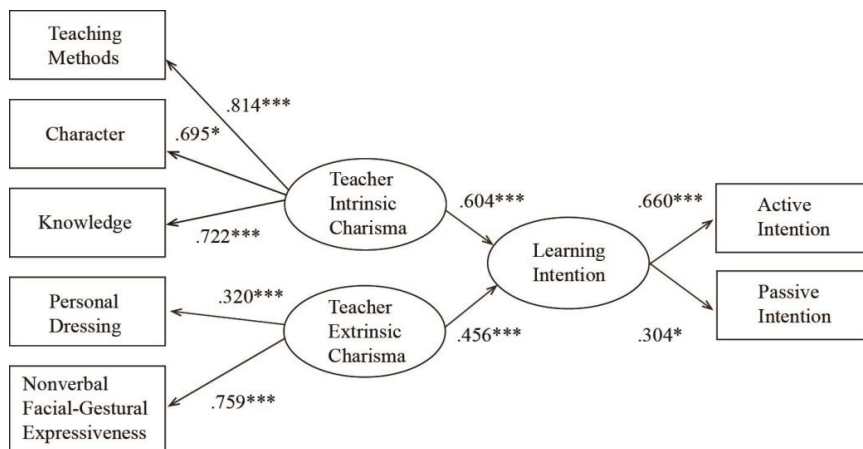


Figure 2. Influence model of teacher intrinsic charisma, teacher extrinsic charisma, and learning intention.
 $*p < .05$, $**p < .01$, $***p < .001$, and has reached significant difference

4.2. Analysis

4.2.1. Evaluation of research model fit

This study firstly conducts confirmatory factor analysis (CFA) to evaluate the model fit of the research framework, and then analyzes the relationship with the causal model. The analysis result of the research structure relationship model is presented in Figure 2. The model fit indicator of the overall framework is $\chi^2/df = 2.163$; $RMR = .020$; $GFI = .948$; $AGFI = .904$; $NFI = .926$; $CFI = .935$; $RMSEA = .054$, which means the model fit of teacher intrinsic charisma, teacher extrinsic charisma, and learning intention reaching a good acceptable level. Additionally, the various fit indicators shown in Figure 2 are also all conform to standard values.

4.2.2. AMOS analytical results of research hypotheses

According to the analytical results shown in Figure 2, that indicates the standardized regression coefficient β of teacher intrinsic charisma to learning intention is 0.604 ($p < 0.001$), which means teacher intrinsic charisma would have a significant positive influence on learning intention. The hypothesis 1 of this study is supported. β of teacher extrinsic charisma to learning intention is 0.456 ($p < 0.001$), the hypothesis 2 that teacher extrinsic charisma would have a positive influence on learning intention is supported.

5. Discussion and Conclusion

In order to create a social trend of adult lifelong learning, it is necessary to encourage adults to participate in all different forms of continuing education. According to the samples descriptive statistics shown in Table 1, the learner age of community college is concentrated in the two age brackets, 31-40 and over 50. These results reveal that are two different learning groups, it is necessary to design customized designed related courses and arrange appropriate teachers for their needs in order to attract them to participate in study. About the age factor, whether it would affect learning intention is still needed for further study. This study findings have revealed that teacher charisma, both intrinsic charisma and extrinsic charisma, as a way of attractive driving force for adults to generate strong learning intentions and pull them to participate in continuous education. Especially, the teaching methods charisma and nonverbal facial-gestural expressiveness charisma are the two most critical priority factors to affect adults continuing learning intention. Although personal dressing charisma is identified as a kind of teacher charisma, but it is not obvious influence on adults continuing learning intention. So, it seems that teachers are not required to fuss over their clothes. Additionally, active learning intention is more powerful to push adult students to continue learning or participate in study in the near future than passive learning intention. This finding is consistent with Baert et al. (2006), who argue that there is a feedback loop relationship among driver force-attitude-intention-behavior-perceptual cognition, the circle relationship would influence the learner on making next learning behavior decision. Therefore, educators can no longer consider themselves simply as teachers with limited responsibilities and authority. They could become a charismatic teacher and play a crucial role in the process of lifelong learning.

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